



Community Service at AUI

Asmae Bentaleb

Asmae Bricha

Hanae Raiss

Safia El Moutaouakil

Instructor: Dr. B. Huff

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Abstract

This study was conducted in order to investigate the attitudes of AUI community members concerning the benefits, goals and challenges of the community service requirement. The literature review shows how other universities consider community service as a choice or volunteer work. The research design chosen was the descriptive one and a mixture of qualitative and quantitative methods were used. The data collection tools are a survey and three interviews, one conducted with the Dean of the Student Affairs and one with the advisor of the Hand in Hand Association. The third one was with a student that is engaged in community service. Findings show that not all of the AUI community is aware of this requirement. This lack of awareness might be due to the insufficiency of the advertising campaigns, which the university held to make students aware of community work. However, it was found that the majority of students agreed upon the benefits they gain from social work; for instance, time management, communication skills and the sense of commitment acquired. Concerning the challenges, it has been found that time is the greatest challenge since students do their best to divide their time between community service and academic work.

Introduction

Community work or service learning is a graduation requirement that has been applied in many universities all over the world due to its important and effective role in building men and women of the future. Community work is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities (National service-learning clearinghouse, 2004). For instance, the University of Michigan is among the universities that have applied this requirement. It has a separated center which works on the projects, organizes the social work, help students to be involved in the civic engagement and apply what they have learned in the classroom; according to this quote “The Center for Service-Learning and Civic Engagement at Michigan State University is committed to empowering students with service and civic-based educational opportunities that extend beyond the classroom”. (Karen McKnight Casey, n. d). Also, the University of California has applied this system where students do social work and the majority of them appreciate doing it because the statistics say so. "Over 135,000 students at 23 campuses performed a total of 33.6 million hours of community service annually (Youth Service California, (n.d))

Doing a research about this issue is so crucial since it is an official graduation requirement at Al Akhawayn University. Also, it touches all students. Hence, it will be helpful for the readers in what concerning their lives as citizens. The purpose of this study is to know whether students are aware of this requirement, their attitudes, their understanding and reactions towards it. Also, to find out whether the university's goal has been achieved and the experience of community work at AUI has been successful.

In the research paper, the team will be using some crucial terms that should be defined in order to clarify the research questions. Because the research paper is mainly about “service learning”, it is obvious that the concept “community service” will be frequently used. Community service is volunteerism that occurs in the community action taken to meet the needs of others and better the community as a whole. Another important concept that it will be used is “community development” which is Community members working together to achieve long-term benefits for the community and an overall stronger sense of community. In addition, the team will be using “community engagement” that is a central value affirmed by the service-learning movement. Colleges, universities, and community colleges cooperate with nonprofit agencies, government agencies, faith-based organizations, and individuals to improve the community in which the institution resides. Service-learning, faculty participation, and student volunteers represent community engagement. This ethic of service affirms the responsibility of educational institutions to bring their resources to impact gaps in community services (National service-learning clearinghouse, 2004).

The research team has different assumptions about community work as students. One of the team members thinks that social work is a waste of time, and there is no need to make it as a requirement. The other one believes that it helps students a lot in their academic life and later in their future career. However, the two remaining members assume that it cannot be combined with academic work because the academic work is more important in students' view and they have just the time to concentrate on their studies not to do a social work

This research paper sets out to answer the following research questions: what are the attitudes of AUI students at different levels concerning the benefits, goals and challenges of the community service requirement?

The Literature Review

According to the Carlson Leadership and public service center, Service learning provides students with a unique opportunity to connect coursework with life experience through public service. Offered as an integral part of the University of Washington courses, service learning provides students an opportunity to experience theories traditionally studied within classrooms come to life, through volunteering in the community. Hence, service learning has an important role in making students involved easily into the society. This requirement has been applied in many universities all over the world, and it has been established through many steps. First, in 1903 the Cooperative Education Movement founded at the University of Cincinnati. Afterwards, 1961 president John F. Kennedy establishes the Peace Corps, with authorizing legislation approved by Congress on September 22, 1961. Next, in 2002 the USA Freedom Corps, a coordinating council and White House office, was launched to help Americans answer President George W. Bush's nationwide call to service (Natural Service- Learning Clearinghouse). Finally, in fall 2004, Al Akhawayn University discussed the project of service learning.

Michigan State University is among the universities that has service learning in its program. It has established a center for service learning and civic engagement that offers many opportunities to students where they can express themselves, and apply what they have learnt in class to the real world. This center has designed eight different projects in order to give students the opportunity to choose the most relevant one to them. For instance, health service which gives students additional knowledge about health matters, and enhances their communication skills. Another project is Ingham regional center that may help students in their future career. Besides, the project of into the street allows students to discover many facts and truths about life

on street, and to communicate with people. One more project is preschool and day care where students help children in their studies and take care of them (Michigan State University, 1999).

In the web site of campus compact, there is a link dedicated to publications concerning service learning. One of these publications is "Students as Colleges: Expanding the Circle of Service Learning". This book treats one specific form of service learning, which develops the sense of leadership in students and helps them in their future career through organizing community work that meets with academic goals; for instance, employing students, staff, faculty partnerships, and academic entrepreneurs (Campus Compact National Office, n.d).

The New York University is also among the American universities that have community service in its program. It organizes and encourages that kind of work by many things. First, it has an office made especially for community service, which guides students and gives them all the information about service learning. Also, the university helps and supports social work because it sponsors important events. The office of service learning provides many programs to students so that they can choose the appropriate one for them. For instance, holiday projects, weekly projects and ongoing one-day service projects. Through this program, the university gives students the opportunity to express themselves and participate in the voluntary work (New York University, 2006).

According to Campus Compact National Center for Community Colleges of Washington University, service learning is considered among the Washington University's courses. This center does double work since it helps students to determine the learning objectives and at the same time assisting community organizations in deciding their needs. Students in that program can perform social

work by doing an agreement with a community organization. It requires working with it 20-40 hours over the course of the 10-week quarter while this organization offers to them learning experience (Carlson Center of University of Washington, 2006).

According to the article *Assessing Civic Engagement*, in the last ten years, civic engagement has had much more importance in universities campuses (Banta, 2005). "We believe that civic engagement, informed by community needs and resources, both serves the community and informs the university's disciplines and professions"(Banta, 2005). As this quote shows, community service has two important roles since it helps to improve the community in general, through many activities, and it helps in enhancing the quality of courses and the university's disciplines. Also, this article discusses the evaluation of the outcomes. It said that the assessment at the classroom level can be made through the collecting of data on campus." It was found that campus participation in voluntary community service activities has increased markedly over the past five years with the numbers of activities and community sites" (Banta, 2005). According to the study that has been conducted over the past decade, in the past five years, student and alumni acknowledgment of the prominence of service learning has increased by 10 percent or more (Banta, 2005). This article might be helpful in answering the research question because it discusses some of the benefits of civic engagement.

After hurricane Katrina, Many college students volunteered to go to New Orleans and southern Mississippi in order to help people to recover and build what was destroyed by the hurricane (O'Connor, 2006). According to the article "civic engagement and the higher education community", the programs of civic engagement tend to reach their desired goals through increasing the civic engagement that have centered on many emphasis. For instance, for campuses that do not have any national

organization involvement, their emphasis is to create deeper relationship with organizations in their community. Another emphasis that has been developed in the past few years, is on a basic commitment to civic engagement on the part of an institution's board of trustees as well as administrative and faculty leadership. This engagement results in better discussion of public rules and plans better decisions that strengthen civic engagement and reinforce the very basics of democracy (Caputo, n.d).

The same article says that programs of civic engagement in many universities face many obstacles, such as the faculty members assume that supervising community work activities is a time consuming job; hence, without their support and interest, the program would be unsuccessful. Another obstacle is that in small towns, there is shortage of organizations that might help students in doing their projects. Also, "time and money costs are serious obstacles to overcome"(Caputo, n.d) thus, to overcome the majority of these obstacles, civic engagement should be considered as one of the main institutional commitment to educate students for their future life and career. (Caputo, n.d) this might be useful in determining the challenges of making civic engagement as a requirement.

It is explained in the article that the students' involvement in community work can be judged by measuring the turn out of students who decided to participate in national elections. It was found that "policy differences with the major party candidates and the ability to register online and vote prior to elections day were all expected to increase student interest and turn out for the 2004 elections"(Caputo, n.d). This article might not help in answering the research because the research question does not require the measurement of the civic engagement's success.

As the article shows, the Center for Information and Research on Civic Learning and Engagement (CIRCLE) at the Maryland University has conducted a research about the college students' participation in 2004 elections. It was found that a higher number of students participated in these elections. The center has concluded that the fact that students decided to participate could be "a model of the civic engagement as a way to capture increased interest and channel it into a more lasting level of engagement" (Caputo, n.d). Another research that has been conducted by Pace University and "Rock the vote" asked college students about their participation in the elections. The result was that a higher number of students did vote. They also asked them about whether they would continue voting in the future or not. The result was that the majority of them would do and expand their knowledge in the political field. Besides, Pace University and Rock the vote have found thanks to their study that students had trust in the system, they think the elections was fairly conducted and they were prepared to understand and participate in the political process (Caputo, n.d). Hence, the results of these studies show that students while doing civic engagement feel that they are doing something worthwhile which makes difference in spite of the goals (Caputo, n.d).

The article also discussed one of the most difficult issues. The surveys that have been made before did not include whether the respondents has participated in the civic engagement or not; hence, it is impossible to conclude whether the civic engagement has been increased or not according to the participation rate. Also, to see whether the program is successful, the outcomes of students' experiences must be the same as the university's desired goals. Hence, to measure the success much research must be conducted; however, it is too difficult to do it because of many reasons. Multiyear research is hard to conduct, and it is difficult to find what caused an

individual to participate in civic engagement. Besides, this research is expensive and takes a long time (Caputo). This article will help in formulating relevant questions in the survey that can be useful in answering the research question mainly about students' attitudes.

Community service programs have different goals and desired outcomes. For instance, at Al Akhawayn University community service is required to help students understand themselves, their community, their role, apply their skills and knowledge. Whereas, the Innovation Center for Community and Youth Development tend to build young people connections to their own identity, work, and community. Also, it aims to engage young people as community leaders on issues that matter to them. This program emphasizes on building students' identity (Wheeler and Carolyn, 2006). This article would serve to give a view of other programs' goals.

There are some obstacles that make the achievement of the desired goals difficult. One of them is that there are some students who assume that doing community work is just a waste of their time and keeps them from doing their homework and from preparing themselves for a future job. Hence, students must understand clearly what is meant by community work and its goals (Caputo, n.d). This article might help in finding the challenges of making community service as a requirement.

Not all of the universities require community work. For instance, the University of British Columbia has the social work as a choice. Students can volunteer if they like, but they are not required to do it (University of British Columbia, 2005) whereas, at al Akhawayn, it is a graduation requirement where every student must do it before graduation.

The literature review discussed the several goals of the community service requirement that are the same in different universities but they differ in the ways used to reach them. Also, it was mentioned two researches that have been conducted in favor of looking for the impact of community service on students. The team believes that this study would add very crucial information to what is known about community service by making students aware that this requirement is not just a way to help needy people and work for social associations, it is a way to form their personalities, make them good citizens and help them to find their identities.

Design

The research study is about community service at AUI. In order to answer the research question and to establish a better understanding of its purpose, the research team is going to use a descriptive design based on both qualitative and quantitative data.

The reason behind choosing the descriptive method is to investigate the awareness and attitudes of AUI students concerning benefits, goals and challenges of community service as a requirement and then to give a clear and complete picture of it. The chosen method consists of two parts: quantitative and qualitative. The quantitative method will provide analyzed statistics gathered from different groups of students. The qualitative method will be very constructive to evaluate the data collected. For example, the interview with faculty members provides the team with a different sets of data that shows what projects the university is aiming to set to allow students to participate in social work.

Subjects

In order to answer the research question, the research group is going to use surveys and interviews. For the first tool, and according to Gay & Diehl (1992), “generally the number of respondents acceptable for a study depends upon the type of research involved. For descriptive research the sample should be 10% of population. But if the population is small then 20% may be required”, hence the research group will be asking 10 % of AUI students. Precisely, 90 students will be asked to fill the surveys since the students population is around 1300. The team chose students because the research question targets them, and they can provide data that can best help to answer the research question properly. A random sample of AUI students will include males and females, as well as students in each of the four years of undergraduate study from different ages (17 to 23 years old) and the three schools: Business Administration, Science and Engineering and Social sciences and Humanities, in order to figure out whether their major affects their attitudes about civic engagement, and in order to give everybody the chance to express his or her opinion. Concerning the second tool, which is the interview, the team is going to choose the subjects carefully because of the need to gather information and details concerning the issue from specialists. A decision was made to interview 1 student who has experienced the social work at AUI. Also, two faculty members who are expertise and interested in the civic engagement program at AUI were selected for interviews.

Procedures

The research team members are separated into two parts, the first one is responsible for interviews, and the other one for surveys. These tools were used

because interviews are a way to collect qualitative data about the topic. Also, surveys will be an effective and a useful way to find statistical information.

The part of the team that is responsible for interviews prepared two interviews; one for faculty members and the other for students that have already completed service learning. The interview for faculty includes 6 questions that are about their opinions concerning the purpose of service learning as a requirement, the positive impact of this requirement on AUI students, new programs, and the achievement of the university's goals. The interview for students includes 6 questions that concern the research question which is about the attitudes of students, the benefits, goals, and challenges of the community service requirement. The second team is responsible for the survey in order to know the students' awareness about community work, their attitudes toward it and to describe their experience in service learning. The surveys contain 11 closed and open-ended questions: they will be distributed randomly to students by each member of the team in the library, labs, restaurant and dormitories during free hours of students.

Results

To answer the research question what are the attitudes of AUI students at different levels concerning the benefits, goals and challenges of community service requirement? , the team conducted two interviews and administered one survey for AUI students. The survey results are presented first.

After collecting data from ninety surveys, it was found that seventy seven percent of the sample was females and twenty three percent was males. The respondents in approximately equal number were from different schools; the greatest number was from the School of Business Administration, followed by School of Science and Engineering and then School of Humanities and Social Sciences. For the

students' status, it was found that thirty nine percent were freshman, thirty three percent were sophomore, thirteen percent were juniors and twelve percent were seniors. For the fourth question, concerning the awareness of AUI students about community service, the data showed that eighty one percent are aware of community service, whereas nineteen percent are not.

According to the surveys, fifty six percent of the sample got informed about community work from their colleagues, thirty one percent from faculty members, seventeen percent from clubs, six percent from workshops and five percent from other sources like dean of student affairs. For the sixth question, which is about how the idea of community service appeals to students, forty one percent have a good opinion about community work and ten percent have a bad idea about community work, but the majority of students did not answer the question. A few of them thought that community work should be a choice not a requirement. One student stated that it should be done during the first semester. The data gathered for question six provides an answer for the part of the research question which looks for the attitudes of Alakhawayn University's students. The table below shows the results in percentage. It is shown in figure 1 that twelve percent of the sample believe that community service is an excellent thing and opportunity, whereas about two percent think that it is very good. About eighteen percent say that it is good while nine percent think it is average and three percent consider it as a poor experience.

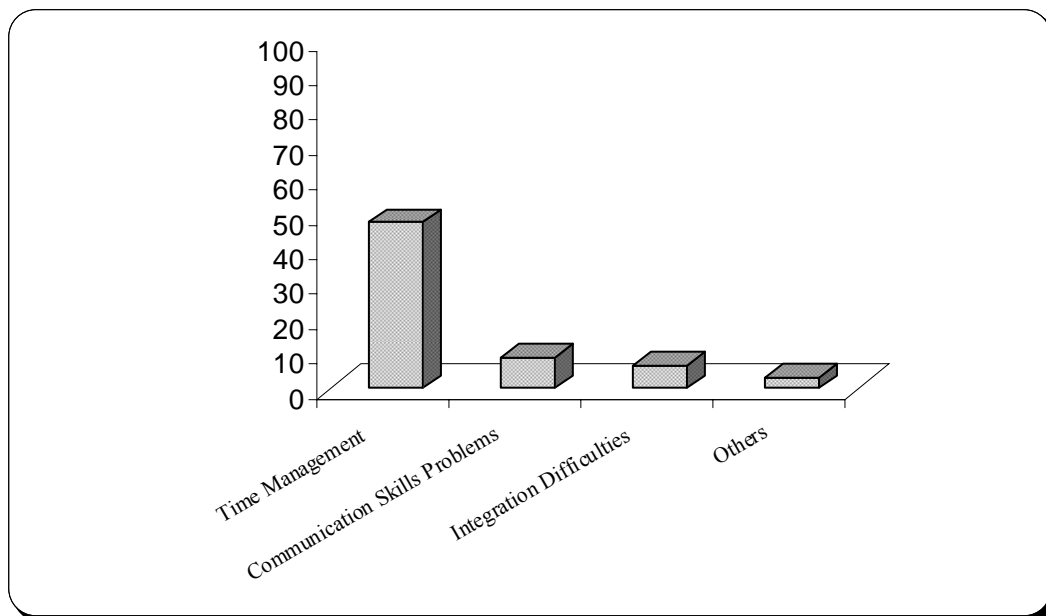
Figure 1: Students' Evaluation of Service Learning

Excellent	Very Good	Good	Average	Poor
12.2	1.7	17.7	8.8	3.33

For question seven, thirty four students are currently doing community service in different organizations like “Zawiyat Sidi Abdslam”, “Hand in Hand”, primary schools, and “IAEPS”; however, forty six have not started yet. Concerning question eight, the majority of students did not complete their community work requirement, whereas, very few student had.

For question eleven, (figure 2) some students gave specific answers; for example, one said that students do not have enough time to study, revise, relax and then go to do social work in the “Zawya”. The results of question eleven provide an answer for part of the research question, which looks for the challenges students face from the university making community service a graduation requirement.

Figure 2: challenges of Making Community Service a Requirement



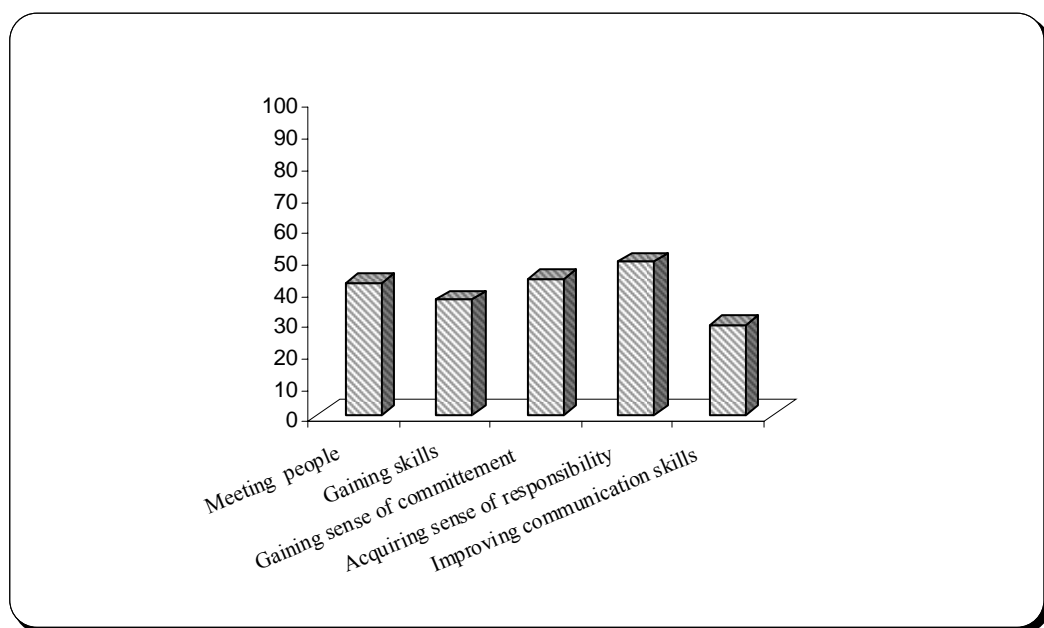
N=90

Concerning question twelve, which asked for the benefits of community service, (figure 3) one student said that she does not think that children would teach her communication skills and how to interact with people because she knows enough

things. This data answers the part of the research question that asks for the benefits of community service.

For question thirteen, around twenty eight percent of the students said that they learnt good things from community work. However, around one percent said the opposite. One of the students answered that because she thinks that since she works with her friends in social work, she would not learn new things.

Figure 3: Benefits of Community Service



N=90

Besides the survey, an interview was conducted with the advisor of the Hand in Hand Association, an organization involved in community service, in order to know the purpose, goals, and impact of the community service requirement on students.

The advisor of Hand in Hand was asked to give the purpose behind making community service mandatory at AUI. The answer was to bring benefit to the region of Ifrane by helping the people in need, and developing the region economically and socially. The advisor was asked her opinion concerning the appropriateness of this

requirement on students regardless of their major. The advisor argued that community service should be included in the core courses and each student should devote time and knowledge to help needy people, and to participate in the enhancement of the level of living in the Ifrane region. This data gives an answer for the part of the research question that asks about the goals of making community service a requirement.

Among the questions that were asked, one was about the positive impact of the requirement on students. The answer was that students become less selfish means that they learn to give not only take from others, and how to be productive.

Another interview was held with an AUI student who has experienced community service. The student was asked to give a description of her experience and answered that she started social work, once she came to AUI , with Hand in Hand Association because she liked their mission: education for needy people especially children and women. Since that time, she gained people's trust in the region of Zaouia “Sidi Abdeslam” because they really believe in a better future thanks to Hand in Hand and volunteers from AUI. Also, she said that she learnt a lot about how associations work and improved her interpersonal skills. Another question was how she was able to combine between her studies and social work. The answer was that she first started by doing two to three hours of social work per week, but found that this was not sufficient, both for herself and for the children of Zaouia school. Therefore, in her second semester, she became the coordinator of Hand in Hand and decided to teach and play with students twice a week and during the whole afternoon on Friday and Saturday. Also, she used to meet with the volunteers in order to find an appropriate schedule. In the third question, the student was asked to state the difficulties faced while completing her social work. She said that the essential problem is transportation

as the university has only two drivers who cannot work with Hand in Hand. The other problem is of the volunteers who do not understand the meaning of “social work”, “helping”, and “commitment”. Those who sign up the first time, then forget about that. The other question is about the benefits of her experience in community service and the answer was learning the meaning of cooperation, compassion, personal satisfaction and a personal attachment to Hand in Hand and to any other associations or NGO. A final question was about her opinion of making community service as a graduation requirement and the answer was that it is a good idea, since from her own experience, she sees that most AUI students do not have interpersonal skills and that they are “selfish”, and she believes that it should be mandatory because we are a poor country that has a lot of resources and capacities, so why not develop them. She believes that this is a good start for improving the whole population’s conditions of life.

Two members of the team have conducted an interview with the Dean of Students’ Affairs, and the following data were gathered. For the first question ,which is why did the university decide to make social work a requirement and what is its purpose, the dean stated that the university is trying to apply the concept of “university graduate”. In his opinion a university graduate is a person that has a body of knowledge, has a set of skills and has the ability to interface with people, negotiate and function in their environment. However, he or she should be a good citizen "good person". According to him, students cannot only develop knowledge skills, but also the social and communication skills. Hence, students should work on these skills outside the classroom either in the university clubs or outside it in the social associations. Also, the dean mentioned another reason for making this requirement mandatory, which is that since the students live in Ifrane, which is an isolated region

with a high rate of poverty, it would be good to help these people. Some students do social work because they want to do it, others do it mainly for their self interest that leads to a social interest either for students desire to do it or due to their selfishness, which is helping themselves by helping others. Concerning the second part of the question, he stated that the purpose is to make students aware that they should go by themselves, create their own projects and submit them, also to realize the importance of social work which helps them to know how to do things not just to learn concepts.

For the second question that is about the programs that the university may add through which students can participate in social work. The dean answered that there are no specific programs, but there are training sessions to make students create or design their own projects and in that point the university tries to inspire them, as he said, through the weekly seminars that give them an idea of how to manage social projects.

For the third question that asks if this requirement is appropriate for every student regardless of their majors The dean said that social work has nothing to do with the students' majors and that students should always look for the answer of the question which is "how useful are you to your community" and then try to be useful.

For the fifth question that is about the positive impact of social work noticed on students the dean answered that he noticed a kind of resistance from the side of students, because not all of them appreciate the idea of social work. However, he stated that he cannot decide whether this project has a positive or a negative impact on students, because no one of them has completed the service learning requirement yet.

Concerning the last question, which is if the university achieves its goals through this requirement., the dean stated that the university has achieved one goal which is making students aware that acquiring knowledge is not the only way to be

successful in life and that they should learn how to apply these skills in the field practically, because this kind of learning would stay with them longer.

Discussion and conclusion

After gathering the results, the team could make the following interpretations referring to the research question "what are the attitudes of AUI students at different levels concerning the benefits goals and challenges of community service requirement?"

According to the survey results, eighty one percent of students are aware of community service while the others are not. This first major result can be explained that AUI has efficient and diverse means to interact with AUI students; for instance, AUI web mail is a gate to inform students about the seminars and workshops that aim to make students aware of the importance of community service in their academic and personal life. This outcome reflects that the effort the university does to make students aware of this requirement might be efficient and that these students are involved somehow in the AUI community. However, the unawareness of the rest of students might be due to that they do not attend the campaigns and workshops that aim to present community service to students. Also, as it is found in the results of the surveys, AUI students get informed about community service through their colleagues and friends and that is why the unawareness of some students can be due to that they do not socialize with their colleagues and may focus just on their studies. There is a possible explanation why those students show disinterest; students see that their studies are the only goal that they have to achieve; they neglect the fact that they have to shape their personality by participating in social activities that university offer to them.

Furthermore, the majority evaluates community work positively since forty one percent have a positive attitude about it; however half of the sample did not answer to this question .In addition, only ten percent have bad attitudes. This result illustrates a direct answer of the research question that looks for students attitudes about community service. This answer is slightly negative. Perhaps, the students who evaluate community work positively think that they gain benefits from practicing and participating in a variety of social activities that enhance their skills which reflect their motivation and interest in social work. Also, these students might have experienced community work in high school for instance and hence appreciated their participation in it. Besides, it is possible that they are currently members of a club or association in the university like Hand in Hand, and they realized the importance of being involved in social work. The other students view community work negatively. As an explanation, those students may not be interested and involved in social activities. In other words, it means that some of these students might be egocentric and feel superior to participate in such activities; because, for example, a student said in the survey that she does not need more skills or benefits from community service since she is an old comer that can teach the others not the opposite. Also, may be they had a bad experience in doing social work in high school or in volunteer work. For people who did not answer at all, perhaps they do not know about community work at Al Akhawayn University.

The most significant output that the survey showed is that students encounter many challenges while doing community service. Time management is a big challenge for them. This result shows that the majority of students do not have efficient skills to organize their time and do not set their priorities. About twelve percent of students suffer from a problem with communication skills problem and

about seven percent suffer from integration difficulties. This problem might be due to the fact that these students are not used to talking with new people and dealing with such kind of social problems. However, the survey results showed that the first thing students acquire through doing social work is the sense of responsibility. It is obvious that students acquire that sense because while doing social work they take charge of many matters that teach them how to be reliable and trustworthy. For instance, they might be the treasurer of an association or maybe the president or just an active member. These duties require from students the sense of commitment and hence assuming the responsibility of the others. Also doing community service helps students to gain many skills through working under social clubs or organizations that are interested in many fields such as environment, children matters, and poverty. Students might gain skills from working in these fields; for example, how to treat little children's correctly, how to plant and how to help others. Also, students can learn time management skills since they are committed to the work in the association, for instance, meetings and workshops. In these meetings and workshops, students have the opportunity to meet people and improve communication from interacting and socializing with them. As a matter of fact, these students benefit from community service and appreciate doing social work. According to the results, more than half of AUI students believe that community service has benefits. This result answers the part of the research question, which looks for the benefits of community service for AUI students.

For the interview with the advisor of Hand in Hand and the Dean of Students Affairs, it is clear that the university aims to take students out of the isolation of the campus and make them discover how people live under poverty and suffer from bad conditions of life. While the Dean of Students Affairs said that the university's main

goal is to produce good men and women of the future, who are well constituted with knowledge and communication skills. It aims to make them good citizens, who have the ability to participate in the human development. For the question about the positive impact of community service on students, the advisor gave an answer that reflects that there are some students who appreciate doing this requirement and as a result it could change many things in them especially their personalities and their points of view. Also, they will be a good example of citizens who help others and will integrate in the social life easily when they graduate. Whereas, the Dean of Students Affairs said that it is not possible to answer this question now until students complete this requirement. Then, the university can detect the impact of doing community service on these students especially after the graduation and in their work place. According to what the advisor of Hand in Hand association and the Dean of Students Affairs said, in general the goal of Al Akhawayn University from making community service as a requirement is slightly similar to other universities' goals according to the literature review. They all have one common goal that is making students good citizens with good personalities and with their own identities.

The team conducted another interview with an AUI student who appreciates the mission of community service at AUI and claimed that the experience was so interesting and valuable. This result shows that the community service has a positive impact on students in both their social and academic life. The answer of this student reflects what the advisor of Hand in Hand claimed about the positive impact that community service has on students and that indeed there are some students who appreciate and value these activities.

The results of the study prove that while the majority of students are aware of community service at AUI, their attitudes vary from one to another, because in fact

some of them do not realize the importance of acquiring skills of interfacing with people and working on the field. Also, this research shows that some of AUI students believe that this requirement has benefits on their academic and social life; however, others assume that community service is a waste of time. This research helps in clarifying the major goals of community service for the university and how an AUI graduate should be.

After conducting this research, the team succeeded in identifying the problem. The source of this problem is closely related to students' recognition of the importance of being part of the community and that they should contribute in its development. In order to solve the problem, the team suggests several solutions that might help the university in orienting more students to the social field. There should be more campaigns of motivation and awareness that make students feel that they are part of a society that they should contribute in its development. For instance, the university should organize more workshops and events that fit into the students interests. Also, there should be events where old students who have been experiencing community service talk with the other students since they believe them more because they are under the same conditions.

The team suggests that a further study should be conducted in the future and specifically with graduates who have completed their community service requirement. This study should follow the former students to their work place to figure out whether they have really benefited from community service requirement. They should look whether they can apply what they have learned in their careers. And based on these results, there should be an evaluation of the quality of community service at AUI and then guide the university whether to make changes or improvements on this requirement.

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Appendix 1

Survey for students

We would be grateful to you if you could fill out this form that is meant to fulfill a research dealing with the “community service graduation requirement at AUI”. We thank you in advance for your contribution in making this research possible.

1. What is your gender?

Male female

2. What is your school?

SSE SBA SHSS

3. What is your status?

Freshman sophomore junior senior

4. Are you aware of the community service graduation requirement at AUI?

Yes No

5. If yes, how did you get informed about community work at AUI? (check all that apply)

Student

Faculty member

Club

Workshops

Other means specify:

6. If you have not yet begun your community work, what about this idea appeal to you?

7. Are you currently doing your required community work?(describe)

8. Have you completed your required community services?

Yes No

9. If yes, when?

10. How would you rate the community work experience?

Excellent very good good average poor

11. What were/are some of the challenges (difficulties) of completing the community service requirement?(check all that apply)

Time management (balancing between academic and social work)

Communication skills problems

Integration difficulties

Commitment difficulties

Others (specify)

12. What were/are some of the benefits of community service requirement?
(check all that apply)

Meeting people in the community services

Gaining practical skills

Gaining sense of commitment

Acquiring sense of responsibility

Improving communication skills

Others (specify)

13. What did you learn from community work? If no please describe it.

Thank you for your cooperation



Appendix2

Interview

The two interviews below were done in the purpose of clarifying and supporting the study about community service in AUI. These two interviews were conducted with students and faculty members.

For students:

- 1-Can you describe your experience in the social work at AUI?
- 2-How did you combine between social work and your studies?
- 3-what are some of the difficulties you faced while completing your social work?
- 4- What were the benefits of your experience?
- 5-What is the impact of this experience on you? For instance, what did you learn from it?

- 6-Do you think it is good to make service learning as a graduation requirement? Why or why not?

For faculty:

- 1-Why did the university decide to make social work a requirement? What is the purpose?
- 2-Do you think that this requirement is appropriate for every student regardless their majors?
- 3-Are there any new programs that the university may add through which students can Participate in the social work?
- 4-Could you notice any positive impact of this requirement on students?

5-Did the university achieve its goals through this requirement?

6-Is there anything you would like to add?